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ABSTRACT

THE DEVELOPMENT OF ACADEMIC AND RELATED PROGRAMS IN THE WISCONSIN STATE UNIVERSITY SYSTEM IS EXTENDED IN PLANNING APPROXIMATELY TO 1981, THE PERIOD TO 1971 BEING DEALT WITH IN GREATER DETAIL. A SHORT HISTORY OF THE STATE UNIVERSITY SYSTEM IS GIVEN AS WELL AS A REVIEW OF THE PLANNING PROCESS. THE MAJOR CONCERN IS FOR IMPROVED INSTRUCTION THROUGH A CAPABLE FACULTY AND INTERINSTITUTIONAL COOPERATION. A CONTINUED AND STRENGTHENED COMPLEMENTARY RELATIONSHIP AMONG INSTRUCTIONAL SERVICES, PUBLIC SERVICE, AND RESEARCH IS FORESEEN ALTHOUGH STUDENT INSTRUCTION WILL HOLD FIRST PRIORITY. SPECIALIZED PROGRAMS, GRADUATE STUDIES, AND NEW INSTRUCTIONAL MEDIA ARE ALSO DISCUSSED. A SUMMARY OF THE GOALS OF EACH OF THE NINE INSTITUTIONS IN THE SYSTEM IS STATED SEPARATELY. (NI)

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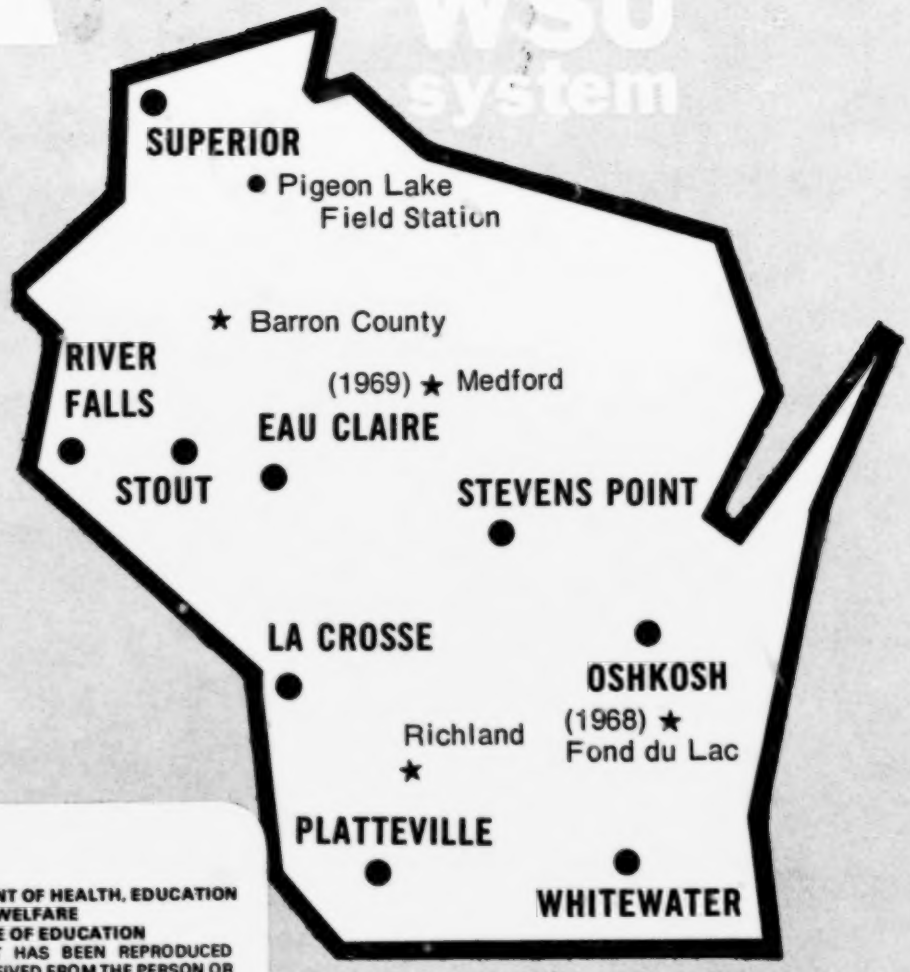

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TOWARD NEW EDUCATIONAL HORIZONS

THE WISCONSIN STATE UNIVERSITIES
CHART A COURSE FOR THE FUTURE

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FOREWORD

This document is a serious attempt on the part of the faculties, administrative officers, and Regents of the Wisconsin State Universities to present an orderly plan for the development of academic and related programs in the State University system over the next fifteen years. The more specific details of the planning document deal with the five-year period immediately ahead. Many of the new programs and curricular offerings which will appear during that span of time will grow out of present emphases and strengths. This will be true for many programs expected on the scene in the years following the next five-years, but in a number of instances new programs will owe their inception to present aspirations of State University personnel. Because the 1971-81 period includes programs aspirational in nature it is treated in broad brush strokes to avoid any tendency toward rigidity. Indeed, as the report notes, change must be taken into account in all planning. Change, alone, probably is the only thing certain. Thus, these provisional plans should be under continuous review and revision if they are to equip the State Universities adequately in the faithful discharge of their responsibilities to the people of Wisconsin.

Many individuals have been involved in the preparation of this document, and much time has been compressed in order to meet certain submission deadlines. The faculties and administrative officers of the several Universities collaborated in the development of individual institutional plans and aspirations. Presidents and administrative staff of the Board interacted in further Deliberative sessions, and prior to being considered by the full Board, plans were discussed by the education subcommittee of the Board and administrative leaders of the system. Dr. Robert DeZonia, assistant director of state universities, analyzed the individual University reports, edited them and authored the present document.

For all these individual and collective efforts the Board of Regents is grateful. The harmony and keen spirit of cooperation which characterized all efforts to produce the document suggests that in the unity of the State University system there is strength which can be brought to bear in the solution of Wisconsin's most critical educational problems. The Board is pleased to transmit this document in the hope that the provisional plans outlined will be a key element in statewide plans to provide quality educational opportunities for the young people of Wisconsin.

In recognition of the fact that the late Mr. David Rodli, president of the Regents from July, 1963 to February, 1965, urgently called for long-range plans of this sort prior to his passing, this planning document is respectfully dedicated to his memory.

Eugene W. Murphy, President of the Board
Eugene R. McPhee, Secretary and Director
of State Universities

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Toward New Educational Horizons

The Wisconsin State Universities
Chart a Course for the Future

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INTRODUCTION

In the years following World War II dynamic change has been a salient characteristic of higher education. Change often has been so rapid and so sweeping as to render obsolescent, if not obsolete, plans developed in response to escalating needs and demands for broadened educational services. Indeed, the "future" anticipated by some plans arrived with such suddenness as to become a vital, challenging, and demanding part of the present.

Small wonder, then, that long-range planning often has appeared to be somewhat of an exercise in futility -- particularly those plans of any specificity and detail -- as unforeseen enrollments wreaked havoc even on short-term biennial plans. More often than not, biennial plans in public higher education systems throughout the nation in terms of program, building, faculty, and budget dimensions were inadequate to cope with the ever-increasing numbers of students and concomitant demands of the public for expanded services.

For several years the Board of Regents of State Colleges has been keenly interested in developing a long-term projection for the nine Wisconsin State Universities under its jurisdiction. And while there have been a number of attempts to contemplate the future on a campus by campus basis in an unhurried fashion, the rather breathless urgency merely to keep up commitments on a short-term basis up to this time has prevented a transformation of the Board's concern into a viable design for the future development of the State Universities.

A number of circumstances now combine, however, to make possible a fortuitous blending of faculty, administrative, and Regent deliberations -- the outcome being a tentative long-range system-wide plan of development.

First, the peak enrollment pressure of new freshman students is behind the State Universities, the 1946-47 "war babies" having made their significant enrollment impact in 1964-65. Psychologically, if for no other reason, a fruitful time for some degree of pause and reflection seemed to have arrived this fall. (This perhaps may be only a momentary lull, as the 1946-47 legacies advance in great number to graduate school standing by 1968.)

Second, concern of the State as made manifest in actions of elected representatives and of the Coordinating Committee for Higher Education has dictated that long-term planning has an urgency and a priority of the utmost importance.

The faculties, administrative officers, and Regents of the State University system consequently have moved forcefully and rapidly in the restricted time available (prior to submitting planning documents to the Coordinating Committee) to contemplate the future and to project the State Universities into the periods 1966-71 and 1971-81. The first time period is somewhat more detailed in treatment than the second, but governing the evolution of plans for each period has been a deep concern for meshing realism with aspiration.

In its review of the individual State University plans the Board found displayed a remarkable sensitivity to area and state needs for educational services and a keen sense of commitment on the part of faculties and administrative officers to the provision of such services in a vigorous but prudent manner. It seemed to the Board, and gratifyingly so, that there appears to exist a somewhat universal confidence on the part of faculty and staff that the State Universities will plan a vital role in strengthening the educational backbone of Wisconsin in the years ahead.

The Board believes that such indications of confidence and commitment should be of great satisfaction to the people of Wisconsin who year after year look to the State Universities for ascending leadership in educational affairs in the various areas of the state where the universities are located.

Thus, the Regents are pleased to transmit these plans to the people, their elected representatives, and to the Coordinating Committee for Higher Education. Whatever virtue and foresight may be attributable to these long-range plans should be credited to the many faculty personnel and administrators who labored mightily to produce them.

The Regents believe that these plans, when meshed with those of other higher education systems in the state by the Coordinating Committee, will be key elements in the urgently needed coordinated, rational plan for the development of public higher education opportunities across the state. The plans are transmitted with but one caution: they should be viewed as modifiable projections into the future and not as inflexible dogma, for it is probable that the only thing certain in the future is change itself.

HISTORICAL PERSPECTIVE

Some degree of appreciation for the history of the State University system seems desirable if future plans are to be evaluated in proper perspective. Indeed, time-worn perceptions of the State Universities are often encountered even in this dynamic and electrifying era of mass communication. Thus, it is not uncommon to hear the State Universities referred to as the "normal schools", "teachers colleges", or "state colleges" (if any error is preferred it would be the latter).

Fortunately, the difficulty with attributing a proper name to the nine institutions appears to be diminishing almost as rapidly as appreciation is increasing for the quantum jumps in quality experienced by the State Universities in the most recent past.

A perceptive report issued in 1963 by the higher education subcommittee of the Legislature's Joint Committee on Finance registered publicly what some at that time suspected but only a few knew when it stated:

> The (state) colleges have undergone a dramatic change in program and curriculum... The transition to quality institutions is still too recent to be fully appreciated...

Despite a solid 100 years of service to Wisconsin it is probably accurate to say that comprehension of an appreciation for the State Universities has been generated most dramatically since the end of World War II and more particularly since the end of the Korean conflict. From a modest beginning at Platteville in 1866 the "normal school" system broke the shackles of a two-year program and the institutions were re-named State Teachers Colleges in 1927 with authority to award bachelor's degrees in the field of education.

In 1951 the colleges were designated as "state colleges" and were authorized to depart from their limited teacher education programs and to offer degrees in the liberal arts and sciences. Thirteen years later in recognition of fantastic qualitative and quantitative changes in programs, facilities, and faculties the Board of Regents designated the colleges as "state universities" with capability in a number of graduate and professional fields as well as in the traditional areas of teacher education and liberal arts and sciences.

TABLE I

IMPORTANT DATES IN WSU HISTORY

Year		Enrollment
1866	FIRST SCHOOL OPENS AT PLATTEVILLE	150
1927	STATE NORMAL SCHOOLS BECOME STATE TEACHERS COLLEGES OFFERING 4 YEAR DEGREES	4,822
1951	LIBERAL ARTS PROGRAMS APPROVED RENAMED WISCONSIN STATE COLLEGES	7,381
1964	WISCONSIN STATE UNIVERSITIES ALL GRANTING MASTER'S DEGREES	30,064
1966	CCHE OKAYS ACADEMIC MASTER'S DEGREES	44,044

Students Increase 471 Per Cent

Progressing through these various stages, the State Universities have attained national prominence among the "emerging" universities -- those institutions which are successfully shaking off the dust of the past and are moving into the future with vigor and enthusiasm and with an increasing measure of public support and understanding. On the national scene the State University system ranks seventh among institutions or systems of higher education in terms of full-time student enrollments. A year ago the State Universities, for the first time, claimed more than 50% of all undergraduate students enrolled in Wisconsin's public four-year educational systems.

It is fair to say that the State University system provides eloquent testimony to the progress which has been wrought in the state in the field of public higher education. Such progress has been achieved by design and not by accident, the Regents submit. The efforts of earnest educational and enlightened political leaders, the countless supportive acts of the citizenry at large, and the selfless dedication of faculty and staff to the task of serving well the young people of Wisconsin have made possible the State University System as it is now known.

TABLE II

TOP 10 UNIVERSITY SYSTEMS IN NATION

Full-Time Enrollment - September 1966

1.	State University of New York	119,190
2.	California State Colleges	112,394
3.	University of California	82,903
4.	City University of New York	60,355
5.	University of Minnesota	43,997
6.	University of Wisconsin	41,985
7.	WISCONSIN STATE UNIVERSITIES	39,669
8.	University of Texas	39,216
9.	University of Illinois	38,539
10.	Ohio State University	36,957

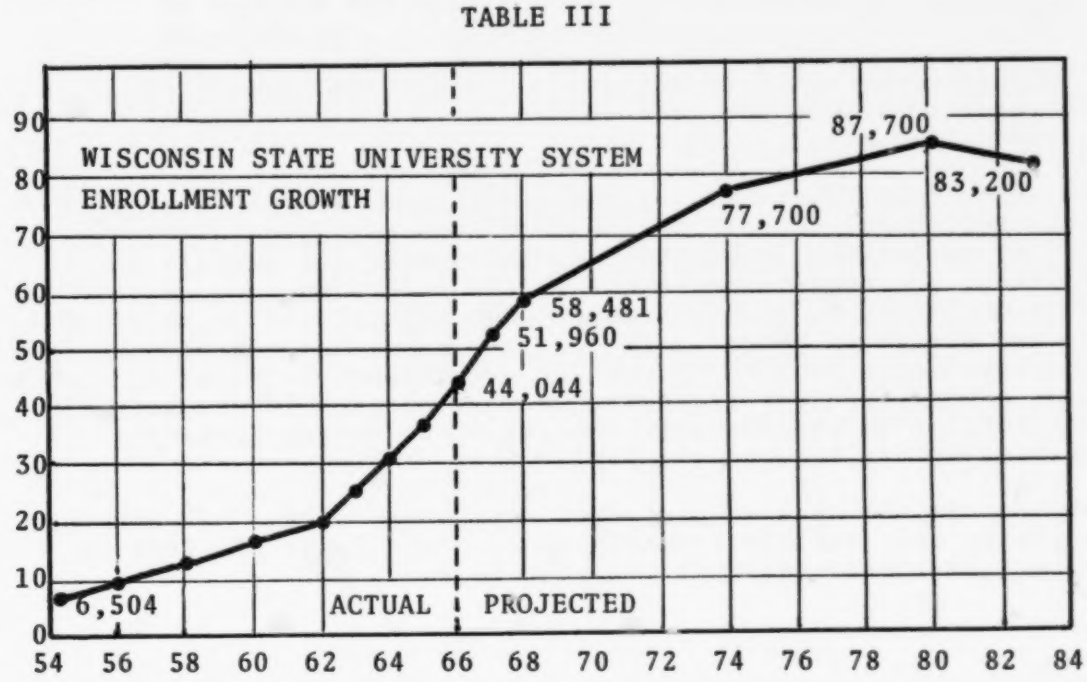
The Regents take pride in the fact that despite a 471 per cent increase in enrollments since 1953 (and a doubling of student population in the last four years!) that the State Universities maintain as student-centered, instruction-oriented institutions of higher learning. There is no mass "flight from teaching" in search of satisfactions apart from the classroom and its student occupants. Such a "flight" recently was lamented in a Carnegie Foundation report as being extremely harmful in too many instances to the principal function of colleges and universities, i.e., the teaching of students. Despite an increased activity in scholarly pursuits complementary to the teaching function, working with students in the classroom is the principal occupation of Wisconsin State University professors.

A Commitment to Education

Insistence on good teaching reflects the tradition of the WSU's in preparing the bulk of Wisconsin's public school teacher corps. Over the years the State Universities have been wellsprings of talent in terms of teachers for the public schools. The education of teachers, both in graduate and undergraduate courses of study, remains a prime commitment of the State Universities even though present breadth of educational programming has enabled thousands of young people to choose studies in liberal arts and sciences, business, pre professional, and other specialized fields.

Thanks to generous fiscal support accorded by legislative and executive actions of state government the State Universities have been enabled to play a major role in implementing the Wisconsin "open door" philosophy of education. No qualified student has been turned away from a State University because of a shortage of space or of faculty talent. Fiscal resources increasingly have been provided to do the jobs required of the State Universities by the multitudes of students who have flocked to WSU campuses, and the Regents are confident of a continuation of enlightened state support into the challenging future years.

TABLE III



The inescapable conclusion to be drawn from Wisconsin's far-reaching and foresightful actions in the field of public higher education is that commitment to education of the young pervades all aspects of government. Wisconsin provides ample evidence to support the conclusion drawn in a Fortune magazine article that "knowledge ... (is the) ...greatest growth of them all." The article's author goes on to say,

> ...knowledge is no longer a thing apart from life; knowledge and education, though they may remain an end in life to a few specialists, are today a means to an end, which is the enhanced understanding of everything in life. And in order to adjust to the rapid changes of this technical age, people

need to absorb the values that only a good deal of schooling can give them.

A Pledge of Stewardship

The Regents, individually and as a Board, are heartened by progress which has been made, and they have approached the task of charting a future course for the State Universities with confidence born of success in heretofore meeting the needs of the state and of its people in the field of public higher education. In developing these plans the Regents have been mindful of an admonition by President Francis Horn of the University of Rhode Island, who forcefully stated:

> ...the problems facing mankind are greater than man has ever faced before. Never in the past has he been confronted by the possibility of his own annihilation. Conversely, never before has he had within his own grasp the possibility of the good life for all. Whether or not he survives and attains the better world that is within his grasp will depend primarily upon education. The solutions to the critical problems the world is facing -- economic, social, political, ideological, depend upon bringing greater wisdom into the affairs of men and nations. In the modern world ... such wisdom must be not only at the top among the leaders; it must permeate the whole of society. Consequently, more and better education for more of the world's population is imperative.

The Regents believe that the plans developed for the Wisconsin State Universities will contribute to the expansion and improvement of educational opportunities throughout the state. In addition, the Regents believe that the expansions and improvements projected as being necessary can be achieved in an economical and efficient manner. Indeed, the State Universities already are providing a breadth of quality educational services on a much lower expenditure per student than most comparable educational institutions in neighboring states. Coordinating Committee analyses attest to the validity of that finding.

Inherent in the changes projected is a Board pledge of continued sensitive and sensible stewardship of state funds provided in support of the educational programs planned.

OVERVIEW OF THE PLANNING PROCESS

Educational program developments in the State University system may have proceeded at somewhat of a slower rate than changes in such dynamic growth areas as staffing and physical facilities, but the evolution of academic offerings nonetheless has been dramatic. Indeed, without the careful expansion of educational programs over the last ten to fifteen years it is doubtful that the State Universities would have been so responsive to the educational needs of the state and of its citizens and, hence, would not have been so attractive to students as they appear to have been since the early 1950s.

Program developments in the system have occurred as a result of

rather patient consideration and planning by faculty-administrative-Regent sources. Thus, there has been greater opportunity through this deliberate process to mesh needs with institutional capabilities and aspirations. The general effect has been to develop educational programs which have been built for the most part upon a solid foundation of experience with the vast majority of major emphases growing out of minor offerings.

It is correct to say that as a consequence of this rather deliberate process the academic transformation of the former single-purpose state normal schools into multi-purpose universities with a broad spectrum of program offerings has been accomplished in less than two decades. Careful planning and evolution of programs has its reward if one considers that preliminary accreditation of WSU graduate programs was gained very shortly after the State Universities assumed full responsibilitiy for the cooperative program linking the former state colleges and the University of Wisconsin.

TABLE IV

RESIDENT STATUS OF STUDENTS IN WSU SYSTEM

SEPTEMBER 1966

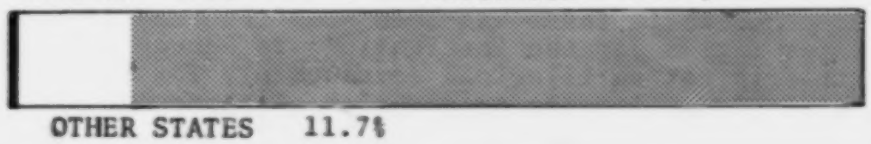
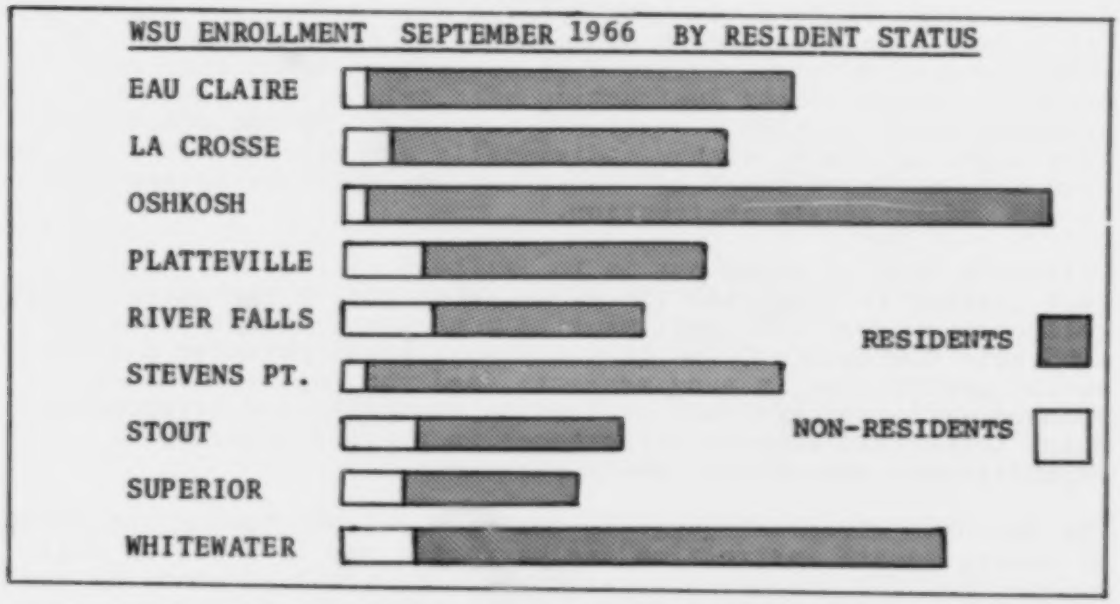


TABLE V



In developing future plans the Regents have had to reckon with the fact that, historically, most of the Wisconsin State Universities have maintained some measure of distinctiveness because of certain special program strengths. Thus, Whitewater's reputation in the

business area has been so highly regarded through the years that it was the first State University to obtain sanction of the State Board of Accountancy for its graduates to write the CPA examination.

Stout's standing in its specialized areas is well-known on a national basis, as is La Crosse's physical education. Stevens Point's emphasis on conservation and related fields resulted in its receiving a major Federal water resources installation. Advanced study for school administrative personnel has marked Superior's efforts, engineering and agriculture have characterized Platteville, and agriculture, River Falls.

Eau Claire and Oshkosh, two broadly conceived institutions, have not experienced the history of a long-term academic specialty as have other State Universities, though Oshkosh has enjoyed a sound reputation in the preparation of teachers for the elementary schools of the state. Eau Claire, celebrating its golden anniversary this year (youngest of the WSU's), in the last 20 years has pioneered in a cooperative approach in the preparation of nurses -- a program leading to the B.S. in nursing now firmly established.

The popularity and rapid development of the liberal arts and sciences has tended to submerge the distinctive characteristics of the Wisconsin State Universities, at least in the mind of the general public. And while there has been some tendency in the arts and sciences fields for the institutions to become more like one another, this is not an illogical development, for the arts and sciences undergird all other preparation of a specialized, professional, or graduate character.

WSU's Stand at Crossroads

At this stage of their development the Wisconsin State Universities stand at somewhat of a crossroads. They can stand pat as sound general purpose institutions concentrating on the broad areas of undergraduate instruction with only modest commitment to graduate study, public service, or research. On the other hand, they might aspire -- either individually or collectively -- to an even more advanced standing, which implies activity extending beyond undergraduate instruction.

Believing that to stand pat is to invite decline, the Regents were pleased to find that the plans submitted by the Universities reflected an over-all commitment to a prudent, orderly progression into the future. The institutional plans revealed differential aspirations in many respects, and the Regents have responded with a provisional systemwide blueprint for development which takes into account differences in present offerings, capabilities, potentials, and aspirations.

The Regents' blueprint suggests that aspirations beyond the level of undergraduate instruction are warranted and if realized will assure that the State Universities will be vital elements in the continued progress of the State of Wisconsin in the future.

TABLE VI

WISCONSIN STATE UNIVERSITY SYSTEM TODAY		
9	DEGREE GRANTING UNIVERSITIES	
2	TWO-YEAR CAMPUSES UNDER CONSTRUCTION	
44,044	STUDENTS	
3,000	FACULTY MEMBERS	
1,500	CLASSIFIED CIVIL SERVICE STAFF	
123	STUDENT-FINANCED BUILDINGS[1] WORTH	$128,000,000
120	TAX-FINANCED BUILDINGS[2] WORTH	$147,000,000

[1]Includes 20 Buildings Going Up, 2 in Design
[2]Includes 1 Building Going Up, 20 in Design

Opening Academic "Umbrellas"

The Regents already have confronted the question of providing an "umbrella" of common course offerings at each University. It is likely that program approvals by the Board of Regents and Coordinating Committee in the last decade have assured that an umbrella exists in the fields of liberal arts, teacher education, and business administration. In addition, there is a graduate "umbrella" (primarily in the teacher education area) which was established in the late 1950s at the behest of the Coordinating Committee. There is some doubt, however, that future curricular developments will fall easily into the discrete categories noted.

Population growth and rapid scientific-technological-sociological developments probably will decreee that innovative programs crossing disciplinary lines and even resulting in the creation of new disciplines will be required. Specialized programs such as police education, urban affairs, computer science, and medical related specialties already are more commonly submitted to the Regents for their consideration than are the more "prosaic" arts and sciences proposals.

Most new programs in the past were initiated either to expand the liberal arts and sciences base consonant with Legislative intent or to meet a particular need in the region served by the State Universities. As the future is contemplated, however, it becomes increasingly apparent that many of the needed curriculum developments will bear on statewide, perhaps national, needs for graduates with specialized talents, and particularly in graduate and professional areas.

With this overview in mind the Regents have been able to evaluate present practice throughout the system and isolate major areas of concern, either current or emerging, plus the record of the State Universities in these areas. Out of this over-all assessment came a clearer perspective regarding what might be termed the system's "mission in being" and what might be projected into the future as legitimate systemwide and individual "missions".

MAJOR AREAS OF CONCERN AND THE RECORD

Generally, three major functions are performed by a university: instruction, research, and public service. The record of the Wisconsin State Universities in instructional activities is unmistakably clear. Teacher-student interaction in the classroom has been a hallmark of the State Universities' operation since 1866, and bolstered by success in attracting doctorate holders to the system in the last decade the WSU's have assured a teaching faculty which has earned a distinctive reputation for excellence. Furthermore, as reported earlier in this paper, there is a high degree of dedication on the part of the faculty to the teaching of students and to their personal welfare.

This latter point suggests that a major function of the typical Wisconsin State University might better read "instruction-student services", for the two are inextricably linked, and the well-being of the student in his academic and social environment is a cardinal concern of the faculties.

In the area of research, activity on a broad front has been stirring only in the most recent past. Because research grants from the federal government has been on a rapid ascendancy recently, however, the Board has attempted to provide a logical coordination of effort throughout the system by strengthening its administrative office staff in Madison with the addition of a research development coordinator.

TABLE VII

BUILDINGS FINANCED FROM GENERAL TAX REVENUES		
COMPLETED AND IN USE	99	$ 89,417,000
UNDER CONSTRUCTION	1	1,600,000
IN PLANNING (1965-67)	20	53,707,000
MINOR PROJECTS		
UNDER CONSTRUCTION		$ 500,000
IN PLANNING (1965-67)	___	2,000,000
TOTALS	120	$147,224,000

Most research activities engaged in by faculty members deal with applied, rather than basic, problems of research application. The modest faculty research and institutional study funds granted by the Legislature are almost exclusively employed in applied research studies or to improve the teacher's competence in his discipline. In addition, practically all faculty research is accomplished over and above time allocated by deans and department heads for instructional and other student-related obligations.

In a nutshell, there is little resemblence between the WSU research effort and that of an institution of the size and scope of the University of Wisconsin

With respect to public service, the Wisconsin State Universities have been more concerned and more active in the days following the Korean conflict. This, too, is of some recency, but because of their unusual geographic distribution and their rapid rise as quality institutions, the State Universities have earned a growing respect from area constituents -- farmers, businessmen, industrialists, labor, government, etc.

WSU-River Falls, for example, over many years has made a significant impact in the field of agriculture as about 54 percent of those teaching vocational agriculture in the public schools of Wisconsin are River Falls graduates. In addition, nearly 40% of all county agents hold River Falls degrees.

Whitewater's expertise in business related fields has put it into the forefront of public service activities along those lines, and the other regional universities have found an increasing demand on their own schools of business by local business-industry leaders. Further, Stout's competence in vocational education matters has assured the University's expanding future influence in this most dynamic area of public higher education.

TABLE VIII

WSU BUILDINGS BEING PAID FOR BY STUDENTS

	NUMBER	CAPACITY	VALUE
RESIDENCE HALLS			
COMPLETED	80	21,079*	$63,034,810
GOING UP FOR '67	17	7,842	29,530,700
STUDENT CENTERS			
WITH ADDITIONS	9		$13,866,000
IN DESIGN	1		1,604,300
FOOD SERVICE			
COMPLETED	12	16,000	$11,885,750
GOING UP	3	6,400	5,817,000
IN DESIGN	1	2,600	2,321,000
	123		$128,059,560

*WSU Dorm Occupancy is 99.72% of Design Capacity

Extended services, growing out of a long-established program of serving area public schools in extension activities, have developed most rapidly in recent years, and there is little expectation that demands from area constituents are likely to diminish in the future. On the contrary, extended services are a facet of Wisconsin State University service to the state which will have to be programmed wisely in order to comply with the numerous requests for assistance by the various communities and organizations in the regions served by the State Universities.

The Need for Capable Faculty

In addition to students, the individual faculty member is of concern to the Regents, for he is the backbone of the educational enterprise. An often misunderstood public servant, the typical State University faculty member has one of the higher teaching loads in the MidWest, and his other duties in counseling students, serving the University on various committees designed to improve the functioning of the University, plus any public service and research commitments (practically always in addition to teaching assignments) assures that his labors in behalf of the other taxpaying citizens of Wisconsin and their children occupy a full week in anyone's comparative terms.

The Regents are pleased that the State Universities have been able to increase the percentage of doctorate holders throughout the system in general over the last decade in the face of unbelievably fierce competition for academic talent across the nation. Some of the gains are directly attributable to a faculty improvement program authorized by the Legislature which grants a leave to a young faculty member seeking to complete requirements for the doctorate.

Some of the additions to faculties undoubtedly are attracted to Wisconsin because it is a good place in which to live. Still, the Regents are concerned that this kind of attraction be viewed in proper perspective with attractions provided by competitive salary, fringe benefits, and other working conditions. In recent years the State University competitive position has been eroded somewhat, and all safeguards should be employed to assure that a career in the WSU system appears financially attractive enough not only to recruit new, promising teachers but to retain them over a period of years. Legislative-executive appreciation for faculty compensation problems has been a source of gratification to the Regents, and the Board is confident that governmental officials are just as realistically concerned as is the Board.

Two other items are of concern to the Regents, and undoubtedly to the Coordinating Committee and other state agencies of leadership. They are: a concern for continued improvement in the economical, efficient manner in which the State University system is operated; a concern for further enhancing cooperation between systems of higher learning - both public and private - and additional cooperative efforts among the nine State Universities.

Earlier in this report it was noted that the WSU record for educational expenditures per student is exceptional in this Midwestern area; in addition, a number of recommendations of the Kellett Committee on Improved Governmental Expenditures have been

implemented in an effort to further tighten up administrative procedures and produce better results for less expenditure of public funds.

Cooperative Enterprise Needed

With respect to inter-institutional cooperation, the Regents believe the WSU record in that regard is encouraging as well. Several of the Universities are collaborating with vocational-technical schools in their areas in a sharing of facilities, programs, staff, etc. Whitewater and Stout were the first of Wisconsin's public universities to give cognizance to credits earned by students at the Madison Vocational-Technical School.

The State Universities have been engaged in cooperative enterprises with the University of Wisconsin over a period of years, and this has been beneficial to all parties and the state at large. There is improving collaboration in statewide extension activities, which in time can match progress achieved through cooperative labors in the field of graduate study.

Some degree of success has been achieved in working with private institutions of higher learning, but this avenue has not been fully exploited up to this time.

Avenues for greater inter-state cooperation in educational matters have not been fully explored either. Because of the geographic proximity of some of the State Universities and Minnesota State Colleges, for example, it is probable that the future will see more intensive efforts to pool resources in the solution of common educational or regional problems than heretofore observed. This is an area of concern which should have some prominence in Wisconsin's over-all state plans for the future.

Finally, within the State University system itself, several of the northwestern institutions are collaborating in launching a two-year branch campus in Barron County, though Stout State is designated as administrative agent of the Board. Platteville and Oshkosh are involved in the business of being "parents" to new branches in Richland and Fond du Lac Counties.

Inter-institutional cooperation along department lines -- as exemplified in the system's summer field biology program at Pigeon Lake Field Station -- is on the ascendancy, and an efficient systemwide inter-library loan system has been arranged.

These are but examples of fruitful departmental and inter-institutional acts of cooperation. They are presented only to indicate Regent concern in this matter and to record some degree of success in pressing the issue home.

THE REGENTS CONTEMPLATE THE FUTURE

All that has preceded this section is now brought into sharp focus in order to make possible a projection of the State Universities into the future.

The Board should reiterate at this time that its pronouncements should not establish a rigid mold out of which the State Universities could never extricate themselves. Change is inevitable. The guidelines in this report, moreover, should be examined thoughtfully on a periodic basis by successors to members of the present Board. This will assure that more contemporary factors will be brought to bear as the future unfolds for the WSU system.

Study of the individual University reports has led the Board of Regents to a number of conclusions about the system as a whole and about institutions as separate entities. Some of the pronouncements which follow encompass the entire system; still others refer to one, or several, of the institutions. In each instance the report attempts to make clear whether all institutions are being dealt with or not.

FUNCTIONS AND "MISSION"

The Board deals first with the three functions of a university and concludes the following, which may be construed as the "mission" of the system of State Universities:

1. The WSU system already occupies a distinctive position in Wisconsin and among comparable institutions in the MidWest in its commitment to the instruction of students. The State Universities have been, are, and undoubtedly will continue to be, first and foremost, committed to enhancing the teaching-learning situation.

This is to say that of the three functions performed by universities the "instruction-student services" function will retain its prime order of priority in the years ahead. The Wisconsin State Universities, therefore, will maintain as teaching institutions with focus upon the student and his needs for intellectual, physical, emotional, social, and aesthetic development. Thus, the State Universities should gird themselves for continued service to students, both undergraduate and graduate, in an increasingly larger number of academic and professional areas.

2. The foregoing statement is not intended to negate the value of research in the educational enterprise (for it is considerable) but merely to establish a first priority for instructional and student-related activities in the WSU system. On the whole the system will expand its organized research activity in the years ahead, but normally not along the lines or with the intensity of the University of Wisconsin. Some research of a basic nature will be conducted, but for the most part the State Universities will be concerned with research of an applied nature, much of it with the goal of improving aspects of the teaching-learning situation.

Impetus to broaden research efforts will be provided by expanding graduate school enrollments which are destined to be evident prior to 1970, as the 1946-47 "war babies" will have progressed through the undergraduate schools to the master's degree level. Graduate study and research activity assume correlative importance for faculty and students engaged in scholarly pursuits beyond the baccalaureate level.

Institutional research will be an important activity as the Universities continue their rapid growth and maturation, for much will need to be known about ways and means to assure both effective and efficient functioning of large and complex institutions. Faculty research and publication will continue to be encouraged and supported as funds permit, as research in an academic discipline is an important ally to good teaching, and individual research is a characteristic of a vital and alert faculty. There will be no "publish or perish" doctrine for the State Universities, however.

3. Public service requirements between now and 1981 undoubtedly will expand, and the State Universities should respond with alacrity to those area requests for assistance which can be supported on a sound fiscal basis with a combination of state and outside resources. The State Universities are so geographically located as to be excellent regional centers for adult education, extension, and other forms of public service activities. Currently, most of the WSU's are excellent resources for the recently-established Cooperative Educational Service Agencies and their contributions to these Agencies will accelerate in the future.

State University sophistication is developing rapidly in the public service realm, and in the very near future it is likely that the State University System will be able to implement the "Wisconsin Idea" of service to localities on a par with University of Wisconsin agencies for extended services. And as sophistication and capability improve in the system it is probable that, as in the implementation of the Federal Technical Services Act, the State Universities will be performing most of the needed acts of service in their own geographic areas.

As one of the Universities reported, "as a part of the community the University has an obligation, as staff and facilities develop, to participate in an effective way in solving many of the community problems."

In sum, the Wisconsin State Universities foresee a continued and strengthened complementary relationship between instruction-student services, public service and research functions. In terms of major emphasis, however, there is no doubt that the instruction-student services function will hold its first priority.

It is probable that most of the State Universities will maintain a regional orientation in the years ahead, but several of the institutions undoubtedly will maintain a continued and growing impact across the length and breadth of the state. Collectively, the WSU system should continue to make a significant impact statewide.

More on Academic "Umbrellas"

Each of the Universities, by means of the academic "umbrellas" afforded in teacher education, liberal arts and sciences, business administration, and graduate (teacher education) fields will enhance already substantial regional efforts. But it is unlikely that there will be a uniform dispersal of highly specialized graduate or professional programs. Indeed, in seeking authorization to grant graduate degrees in fields other than in teacher education the Board stipulated that a differential allocation of new graduate programs would not only be in order but would be of necessity in order to eliminate unwarranted duplication of effort.

In the liberal arts and sciences the State Universities will continue to add needed programs in accord with long-standing legislative and Coordinating Committee authorizations to develop this facet of the institutions as rapidly as economic and educational feasibility dictates. Quite a few new programs anticipated, however, will draw upon existing offerings in related fields to make available inter-disciplinary approaches to modern problems.

Thus, studies stressing non-Western cultures (Latin American, African, etc.) will be developed to keep students in tune with their unfolding world. Such programs, linking as they will departments of history, geography, political science, etc., will be most inexpensively developed but will be significant additions to the State University curricular spectrum.

By 1971 at least four WSU branch campuses will be in operation -- at Rice Lake, Richland Center, Fond du Lac, and Medford -- in accord with the "outreach" plan of the Coordinating Committee. Each of these institutions is destined to play an important part in assuring the widespread availability of liberal arts and science offerings to the young people of Wisconsin, whether they be in highly metropolitan or rural areas. It is expected that the branch campuses will be significant outposts in bringing extended services to the areas in which they are located, in addition to being important cultural assets for their areas.

TABLE IX

WHERE STUDENTS LIVE WHILE ATTENDING STATE U'S

1966-67

	Number	%
UNIVERSITY HOUSING	20,259	46
PRIVATE HOUSING	11,075	25
FAMILY HOME	7,990	18
COMMUTE (Over 15 Miles)	4,720	11
	44,044	100

The Regents expect to develop these two-year campuses in harmony with developmental guidelines for the five-year State University campuses, i.e., as institutions emphasizing the instruction-student services function. This is particularly meaningful in the case of the two-year branches, for there is little doubt that the first two years are the most significant hurdles to an aspiring student. A broad range of counseling and student activities will be assured in order to provide the student that all-important foundation for further studies.

Teacher education and business administration program improvements will be sought to further enhance the State Universities' contributions to the state's teacher corps and to the business community. These two curricular areas will continue to attract vast numbers of students, and additions in the business administration area in particular will be required at several of the State Universities if business-industry needs are to be met satisfactorily in the years ahead. Data processing and computer science programs are examples of the modern curricular needs generated by changes in society and in the business-industry community.

The professional development of teachers for the public schools of Wisconsin will be, in the future as in the past, a major instructional function of the State Universities. While other curricula will continue to be attractive to students, it is planned to maintain teacher education programs -- both graduate and undergraduate -- as significantly attractive programs to substantial numbers of students.

Specialized Programs

The Board believes that traditional specialties throughout the system will be maintained without significant dispersal of identical programs unless need is clearly demonstrated. This means that no duplicating agriculture, conservation, or engineering programs are foreseen at this time, for example. Indeed, though new programs in men's physical education recently were approved by the Board it is unlikely in the foreseeable future that La Crosse's primacy in gradute instruction in that field will be disturbed by another such development in the system.

The Board emphatically does not believe that the State Universities individually can be "all things to all people." Thus, a judicious allocation of new programs is anticipated on the basis of need for the program and capability of the institution requesting the new program.

There should be reasonable expectation that the State University system will launch a number of new professional and pre-professional programs in the future. Many of these programs will have direct relationship to business-industry needs for more highly skilled employees. Several of the Universities contemplate embarking on programs of professional education for policemen and police administrators. An increasing number of social workers should be prepared both at the bachelor's and master's levels for the growing, more diverse population.

Data processing and computer science programs will be required in an expanding era of science and technology. Recreation and resource management programs are contemplated as adjuncts to the vast Wisconsin tourist industry. Health and medical-related specialties are contemplated, as is a program for professional librarians. And schools of business at the several State Universities will be expanded to care for needs in accounting, insurance, actuarial science, etc.

Many of these programs should be programmed for the 1966-71 period if adequate services are to be rendered the business and professional communities.

Several of the State Universities reported to the Regents growing faculty awareness of regional interest in such professional programs as law, medicine, veterinary medicine, engineering, architecture, public administration, environmental science, nursing, etc. For the most part, interest in these programs in all likelihood would not jell until after 1971, and the Regents do not wish to offer an irrevocable judgment about expansion into these fields at this writing.

The Regents believe that major new schools -- such as law, medicine, engineering, etc. -- most properly should be established as a result of statewide analyses of need conducted by the Coordinating Committee for Higher Education. The Regents, of course, will participate in such analyses by advancing recommendations for study of these significant areas from the individual State Universities to the CCHE, as it did in the general study of architecture. The Regents submit that should the sound development of the State Universities continue into the future along the lines of the past, such innovations in current program efforts could indeed be supported by one, or several, of the State Universities.

Cooperation with Voc-Tech Schools

The Regents believe that as emphasis continues to increase for expanded vocational-technical training throughout Wisconsin, Stout State University and WSU-Platteville will play leading roles in providing teachers for the contemplated area technical schools. In addition, the expertise available at these two Universities for in-service training of vocational-technical teachers and other extended service activities gives promise that the State University System will make a rich contribution to the flowering of vocational-technical education over the next decade, and beyond.

The prospects for far-reaching cooperation with the vocational-technical-adult system are outstanding in the judgment of the Regents, for many of the cities in which the State Universities are located also operate broadening vocational-technical centers. The WSU system pledges its whole-hearted cooperation to enhance the future of vocational-technical education in the state.

Graduate Studies

For more and more students, studies beyond the level of the bachelor's degree are becoming almost routine. In many broadly based universities across the nation the graduate school is the most rapidly growing of all elements of the institutions. In many instances advanced studies are dictated by the well-discussed "explosion of knowledge" which has reshaped and made obsolescent many curriculums. Keeping abreast of developments in a particular field has necessitated advanced study for some; still others have found (as have teachers) that there is an increasing requirement on the part of agencies, employers, etc., that employees continue their education past the baccalaureate degree.

If graduate schools have been experiencing highly accelerated growth up to now, it is certain that even more fantastic growth lies ahead in the very near future when the 1946-47 "war babies" complete their undergraduate studies prior to 1969. Because institutions such as the University of Wisconsin will be unable to make provisions for all the students expected to seek graduate work, institutions like the Wisconsin State Universities will be required to expand their efforts in graduate education.

The Board of Regents earlier approved, and submitted to the Coordinating Committee, a rationale for expanding graduate educational opportunities in the Wisconsin State University system. That report, later endorsed by the CCHE, spelled out the philosophic orientation of the Board in terms of an orderly development of M.A., M.S., and other graduate degree programs in fields other than teacher education. The Coordinating Committee approved the Board's request to seek legislative authorization for such graduate studies.

Present planning calls for the elimination of teacher education (pedagogical) requirements in the current master of science in teaching program for students who desire to earn a master's degree in a subject matter field without pedagogical course requirements. Thus, it is planned that an academic master's degree program will grow out of the strength of the present M.S.T. program.

For teachers desiring additional competence both in their subject matter field and in professional education preparation the Master of Science in Teaching program will continue to be available. Students who earlier completed bachelor's degrees in liberal arts and sciences without obtaining certification as a teacher will be able to work toward certification while earning a master's degree in the Master of Arts in Teaching program.

It is expected that the State Universities will expand graduate offerings in teacher education fields more rapidly than in the liberal arts and sciences or related fields, but the necessity for programs in the non-teaching areas undoubtedly will increase at a geometric rate well into the future, and legislative endorsement is urgently needed and requested. Any new graduate program, according to Regent plans adopted to date, will be governed by studies of need, institutional capability, etc., and in line with Regent belief that the State Universities cannot be "all things to all people."

Advanced Graduate Studies

Curricular developments at most of the State Universities will proceed "with all deliberate speed" over the next 15 years, and the Regents suggest that long-range plans at the state level should take into account the capability of the various State Universities to offer advanced graduate degrees to the level of the earned doctorate. In all likelihood the doctorate degree program could be planned in its early stages much as the WSU master's degree program was planned, that is, on a cooperative basis with the University of Wisconsin and in its initial stages with accent upon teacher education fields (other states in the MidWest have developed cooperative degrees between the state's land-grant institution and the former state colleges, so there is some precedent both inside and outside of Wisconsin).

Prior to 1981, however, a broadly based institution such as WSU-Oshkosh or a highly specialized institution such as Stout State University might be at such an advanced state as to warrant their own doctorate programs. The evolution of the M.A. and M.S. programs, plus factors of need and capability, would dictate to a great degree just how far and how rapidly the State Universities should go in contemplating doctorate programs outside the field of teacher education.

On Broadly Based Universities

The State of Wisconsin continues to meet its responsibilities in the field of public higher education by authorizing the establishment of new two- and four- year institutions of higher learning. As yet the full scope of the new institutions scheduled for the Green Bay and Racine-Kenosha areas has not been determined by the Coordinating Committee.

The Board of Regents respectfully submits that in the dynamic future confronting Wisconsin the need for additional comprehensive universities concentrating on research, public service, and graduate work well beyond undergraduate instructional efforts may be fully demonstrated. The Board suggests that consideration be given to existing State Universities which have broad basic strengths and almost immediate potential for success when deliberations are to be conducted in regard to the establishment of such institutions.

The Regents hold to the philosophy that existing institutional strengths most readily should be drawn upon as an underpinning for an institution with far-ranging responsibilities in research, public service, and graduate study in addition to undergraduate instruction and student-related activities. Since the Wisconsin State Universities individually are "emerging" as major institutions at differing rates and levels of development, it is only logical that each University be evaluated on the basis of its capabilities and potential for service when the question of universities mounting extensive research, public service, and graduate programs is raised by the Coordinating Committee.

The Board of Regents points out that in the populous Fox River Valley the Wisconsin State University at Oshkosh clearly and closely approaches the qualifications for quickly and efficiently becoming a university of such dimensions.

In terms of enrollment base, faculty strength (about 42% holding the doctorate), breadth of student services, unique location in the state's second fastest growing area, breadth of academic offerings, the strength and potential of professional and graduate studies, and with keen activity in research and public service areas, the potential for Oshkosh to fulfill requirements for a broadly conceived institution as noted above is exceptional.

WSU-Whitewater presents somewhat of a parallel case in point with respect to the populous southeastern region of Wisconsin in terms of its academic potential, though its geographic location somewhat west of Racine and Kenosha is not quite as fortuitous as is that of Oshkosh.

These two institutions are cited (without negating the potential of any other State University) merely to emphasize the Board's feeling that any comprehensive statewide plan for the expansion of educational opportunities must take into account the present and potential strengths of the State Universities on an individual or collective basis. The State Universities offer the opportunity for effective, efficient, and swift implementation of any plans for broad scope university offerings beyond instructional-student related services.

New Media

All of the State Universities contemplate expanded use of the new media in future educational endeavors. Educational-instructional television on a closed-circuit basis is planned throughout the system, and some kind of eventual systemwide linkage is predicted through means of a statewide TV net as proposed by the Coordinating Committee.

The widespread use of computers in instructional and administrative efforts is planned to increase effectiveness and improve efficiency in both institutional and administrative fields.

The Faculties

In recording major areas of concern to the Regents earlier in this paper confidence was expressed that the need for able faculty adequately compensated in a highly competitive academic marketplace was expressed. Since this portion of the Regent planning document looks into the future, it seems appropriate to reiterate a portion of the earlier remarks. The vitality of the State Universities depends upon the caliber of faculty and staff, and as in any business or industry, conditions of employment impinge heavily upon an individual's outlook and morale.

Aggressive salary and fringe benefit programs will be required at least until the early 1970s, when it is possible conditions of the present "professor's marketplace" may be alleviated somewhat by the outpouring of larger crops of Ph. D.'s. Of course, much of the increase in available numbers of Ph. D.'s at that time will depend upon how many of the bumper crop of 1946-47 "war babies" continued their education from kindergarten through graduate school without any interruption for military service.

The Regents are confident of equitable action by governmental leaders in the future and consequently look forward to the continued growth of quality in staffing the State Universities with competent teachers well-compensated for their efforts in behalf of the youth of Wisconsin.

AN IN-DEPTH LOOK AT INSTITUTIONAL PLANS

Each of the Wisconsin State Universities was asked by the Board of Regents to comment on its individual aspirations and plans for the future prior to the final evolution of this document. Faculties and administrative officers of the several Universities collaborated in providing an overview of the periods 1966-71 and 1971-81. As noted earlier in this report, the first five-year period is treated in somewhat more detail than the second.

This is so partly because plans for the next five years already are taking shape on the basis of existing curricular patterns and strengths which will provide a sound foundation for expanded offerings. The period following 1970-71 has been depicted in rather broad brush strokes where institutional aspirations are involved, but where trend lines from the present could be projected into the future, specific program proposals are noted.

The Regents once again caution against interpretations of these provisional plans which would give them an irrevocable charcter. Changes are to be expected in the dynamic years ahead; plans and planners must be flexible in order to take into account more contemporary factors as they emerge on the scene.

As this point in the Board's report the institutional overview of individual plans is provided.

TABLE X

PROJECTED ENROLLMENTS

University	1966	1967	1968	1974*	1980*
EAU CLAIRE	5,326	6,102	6,817	9,600	10,900
LA CROSSE	4,514	5,143	5,543	7,600	8,500
OSHKOSH	8,267	10,054	11,621	15,100	17,000
PLATTEVILLE	4,190	4,483	4,768	6,400	7,300
RIVER FALLS	3,544	4,002	4,262	5,300	6,000
STEVENS POINT	5,123	6,161	7,042	9,700	11,000
STOUT	3,251	3,833	4,205	6,100	7,000
SUPERIOR	2,709	3,333	3,986	4,800	5,300
WHITEWATER	7,004	8,349	9,137	11,500	12,700
BRANCHES	116	500	1,100	1,600	2,000
TOTAL	44,044	51,960	58,481	77,700	87,700

*CCHE Projections

Summary of Goals

WISCONSIN STATE UNIVERSITY - EAU CLAIRE

GENERAL REMARKS: WSU-Eau Claire seeks to build on its present broad base and a heritage which has not been characterized by areas of specialization. In looking to the future this is believed to be an element of strength providing a sound foundation from which curricular refinements might take place, public services inaugurated and research activities predicated. The University persists in its desire to develop curricula and service where expanded programs will not only be reasonable but expected. The base of development would be determined by demonstrations of need justified by staff, facilities, and other appropriate resources.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: It is most desirable that the normal and constant development of the undergraduate programs in the liberal arts be continued. This area has developed rapidly and enrollment has reached the point where the percentage of degree candidates in the arts and sciences and pre-professional programs is about equal to that in professional education, or approximately 40% of the graduates.

1967-71 -- The development of the arts and sciences should be pursued in those areas commonly found in liberal arts curricula and derivative of current majors and minors. Beyond this, but still based on current offerings is a request to include the bachelor of fine arts degree, baccalaureate majors in social work and public administration, and an area of concentration in international studies - particularly Scandinavian studies for which almost all course work is now available.

1972-1981 -- During this period it is anticipated that continued refinement of undergraduate majors will occur with emphasis probably directed toward specialized offerings in music, foreign languages and speech. The trend toward international studies would be extended into the Middle East with the likely suggestion for a center for such study.

BUSINESS: The desire is to bring the curriculum in business to maturity. Interest in the community as well as among students in this program, which is developing more rapidly quantitatively than any other, is intense. An application has been made to the State Board of Accountancy for recognition of the accounting major.

1967-71 -- Current undergraduate majors in business administration and accounting should be extended to such areas as finance, management, marketing and data processing. The School of Business will cooperate in the inter-disciplinary major in public administration.

1972-1981 -- Full development in this area should occur during this period with the further broadening of offerings to include majors in office and secretarial administration and risk management and insurance. Serious consideration should be extended to a master's degree in business administration as well as partici-

pation in a business research and management services center.

PROFESSIONAL EDUCATION: The University will maintain an emphasis in professional education which will enable graduates to meet contemporary needs and develop services which will satisfy the constituency of the campus.

1967-1971 -- Changing trends in the public schools indicate that several majors now offered in the liberal arts should be included in the professional education group. Adjustments should also be made in the fields of English and linguistics. The undergraduate program would be logically balanced by authorization to offer a major in women's physical education. On the graduate level a modest broadening of the current M.S.T. program to include library science and art will be urged.

1972-1981 -- The objective is to maintain a program sensitive to changing needs. An adequate base would have been created for a major in men's physical education. A graduate program for junior college teachers and certain instructors in technical institutes will be feasible as well as graduate programs in learning theory, media materials and research, and in computer education. A graduate program for educational leaders should be considered, based on state need for same.

LIBERAL ARTS GRADUATE PROGRAM: With comparatively little diversion of effort and as academic departments evidence capability together with appropriate legislative authorization, the University hopes to offer the Master of Arts and/or the Master of Science degrees in specialized areas presently offering the M.S.T. degree.

1967-1971 -- Extension of the undergraduate emphasis in social work to the master of social work would be considered. In harmony with a requested extension of the M.S.T. program there should be coincidental extension of the liberal arts graduate program.

1972-1981 -- Development of the liberal arts graduate program beyond the initial five years of this plan will depend primarily upon the pace and need established in the first five-year period. Adequate justification probably will be established for development in foreign languages, speech, and music.

PARA-MEDICAL PROGRAMS: Para-medical or allied health fields should be expanded from the present sound base in medical technology and nursing. The combination of location in relationship to clinical facilities and need with strong curricular support in the sciences and social sciences create a combination in strength. These are special fields with a professional emphasis.

1967-1971 -- Initial attention should be accorded a baccalaureate program in environmental science which would qualify graduates in the area of environmental health and health sanitation, medical records librarians, and physical therapy.

1972-1981 -- Emphasis should be extended to include related degree programs in water and air science and bio-ecology and the master's degree in medical technology.

PUBLIC SERVICE AND RESEARCH: Existing clinical and service activities should be expanded to enable the University to contribute effectively to service and appropriate research in west-central Wisconsin. During 1967-71 steps to develop a psycho-educational service center should be completed. During 1972-1981 public service activities in business will extend to the establishment of a business research and management service center. Likewise contemplated is an institute of governmental affairs and a human development and behavioral research center.

Summary of Goals

WISCONSIN STATE UNIVERSITY - LA CROSSE

GENERAL REMARKS: WSU-La Crosse will continue to move in already well-established directions, drawing upon departmental and school strengths to establish new program efforts in the future. In order to fully support program developments in the years ahead a continuation of the state's aggressive and far-sighted land acquisition and facility construction programs will have to be maintained. In particular, land and facilities will be required on a high priority basis to support La Crosse's nationally-recognized specialty in health, physical education and recreation.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: Continued judicious expansion of the liberal arts and science offerings is a goal of the institution. This is in recognition of the fact that liberal studies undergird studies of an advanced or professional nature. Many of these program developments can be accomplished routinely on the basis of normal enrollment growth. One major goal will be to advance the chemistry department to such a stage that it will qualify for American Chemical Society accreditation.

1967-1971 -- A pressing area which will require rapid attention is in social work. Presently about 325 students major in sociology and psychology, and it is believed that an undergraduate major in social work would be a most logical offering, as well as one attractive in an area of short supply. Work in fine arts and music is contemplated as of major concern during this five-year period.

1972-1981 -- Emphasis on speech, dramatics, public address, etc., will be planned, as will continued rounding of closed circuit television capabilities. The development of mathematics programs which relate to local industrial needs will be launched. Russian and certain area studies will be introduced to keep pace with the changes in the modern world.

BUSINESS: There is agreement that further development of the business administration curriculum should have a priority perhaps second only to improvement of certain graduate fields. WSU-La Crosse is located in a growing city with many industrial outlets and contacts. The area need for business graduates is increasing and La Crosse should prepare itself to meet that need.

1967-1971 -- In this five-year period it is planned to develop strong programs in accounting, insurance, and marketing. In addition, a program in computer science and research, a related field, will be designed. With about 500 students majoring in business fields it is extremely important to broaden efforts in these areas.

1972-1981 -- An inter-disciplinary program in business management and engineering related curricula (mathematics, statistics, sciences, etc.) is being considered.

PROFESSIONAL EDUCATION: WSU-La Crosse believes that the quality of the University's teacher education program, both graduate and undergraduate, will be materially enhanced by the development of fifth year degree programs during the immediate years ahead.

1967-1971 -- Modifications in current curricular offerings to provide opportunities to specialize in junior high school teaching fields and in pre-school (nursery-kindergarten) education are contemplated. Special courses, but not majors, would be programmed for teachers of the culturally deprived or disadvantaged students. Improvements in student teaching opportunities and in the supervision of student teaching are planned as well as the wide use of closed circuit television in the work of the campus laboratory school.

1972-1981 -- During this period an independent major in health education is to be considered, apart from the physical education program. In addition, strengthening of work in special education (for the physically and mentally handicapped) will be evaluated. A psychology-education clinic and an educational and field service agency would appear warranted.

GRADUAGE STUDIES: Considered to be first priority during the initial five-year period is a careful expansion of the master of science in teaching program for teachers of Wisconsin's public schools and an even more judicious development of master of science and master of arts degree programs in academic disciplines. Beyond the first five years some consideration should be given to post-master's programs for college teachers.

1967-1971 -- M.S.T. programs in music and art are planned, as is a program based on LaCrosse's competency in audio-visual aids and

materials. If legislative authorization to grant academic master's degrees is obtained La Crosse would see development of programs in English, history, biology, chemistry, and mathematics as feasible, since each presently is offered under the M.S.T. "umbrella". A master of arts in teaching program and a master's in business will be considered.

1972-1981 -- A broadening of the academic master's program is hoped for, building upon departmental strengths developed up to this point in time. A master's in social work would appear feasible; work in library science and health physics (plus radiological health) would be considered. The graduate faculty will want to assess the University's readiness to launch sixth-year programs in physical education and educational psychology, for example. It will also appraise the capability to offer work on a cooperative basis with the University of Wisconsin or others at the doctorate level.

PROFESSIONAL AND SPECIALIZED FIELDS: Most professional developments will occur in the school of education with programs in industrial and hospital recreation being contemplated early in the planning period and a program in physical therapy later in the 15-year period. Schools of social welfare and business probably would be organized during the next 15 years.

PUBLIC SERVICE AND RESEARCH: The most pressing need is to expand and improve the structure of services which are needed in the larger community, both for people in education and for those who are not so identified. Credit and non-credit classes (non-duplicative of those in the Coleman Technical Institute) would be expanded for adults in the area. Institutional and faculty research would be expanded, but in line with La Crosse's major commitment to teaching. Variable teaching-research faculty loads would be evaluated on an individual basis, and automated equipment would be brought to bear on many research problems.

Summary of Goals

WISCONSIN STATE UNIVERSITY - OSHKOSH

GENERAL REMARKS: WSU-Oshkosh is the largest of the State Universities, having grown 300% since 1961, 600% since 1956 and 900% since 1951. It is expected that by 1968 enrollment will exceed 11,000 and will approximate 18,000 by 1975. The institution is located in the second fastest growing area in the state and has developed a broad curricular base in order to meet the increasing needs expressed by area citizens and by those students exercising their option of free choice of institution to enroll at Oshkosh from other areas of the state. Almost 200 faculty persons hold the earned doctorate degree, and a large number of these people have participated effectively in research. Academic developments have proceeded along a broad front and there has been no conscious attempt to develop one or two specialized fields. The faculty and administration thus believe WSU-Oshkosh to be on the threshold of greater service to the Fox Valley area.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: The emphasis would be on developing a broader spectrum of academic majors befitting an institution of 13 to 14 thousand students.

1967-1971 -- Programs now under discussion by the faculty include microbiology and public health, technical physics, computer science, statistics, anthropology, philosophy-religion, nature interpretation, radio-TV film, and Russian. New inter-disciplinary majors such as urban affairs, police administration, biophysical chemistry, and natural resources are under consideration.

1972-1981 -- Program aspirations are somewhat less well-defined for this period of time, largely because by 1971 an unusually broad undergraduate liberal arts base will have been developed. More cross-cultural and inter-disciplinary relationships are planned, drawing upon courses already in existence or planned during the first five-year period.

BUSINESS: By 1971 the School of Business Administration expects to be called upon for programs which will equip some 1,800 undergraduates and 200 graduates for first-rate employment in business and industry. Presently, 62% of the faculty of the school are considered to be terminally qualified in their fields; by 1971 this share will increase to 75%.

1967-1971 -- Majors in production management, insurance, real estate, and data processing are contemplated. Work toward accreditation by American Association of Collegiate Schools of Business. Consider graduate programming at the level of the master's of business administration.

1972-1981 -- The central challenge seen during this period will be to maintain a high quality faculty, fully prepared in their specialties. Competition will be extremely keen for these able personnel, but WSU-Oshkosh expects to be competitive on the basis of its present posture in quality. Special programs of service for the business-industry community will be launched in accord

with needs and capabilities.

PROFESSIONAL EDUCATION: By 1971 School of Education enrollments are expected to approximate 6,000 undergraduate and graduate students. Increased demands for expansion are expected in the elementary and junior high school programs and in audio-visual education.

1967-1971 -- Priority programs include: development of undergraduate programs in early childhood education and for teachers of the culturally disadvantaged, the urban and inner-city child, and the non-college bound; expansion into new majors and minors of the School of Letters and Science where certification for teacher education can be obtained; establishment of laboratory school facilities - both on and off campus - for teacher education and research; broadening of the M.S.T. program areas with some vertical specialization in fields such as school psychology and educational psychology.

1972-1981 -- Consideration should be given to sixth-year programs in elementary education in recognition of the fact that nationally there is to be an expected change in the minimum preparation requirements for initial certification from four to five years of university work. By 1975 the faculty hopes to have explored the possibilities of cooperative doctoral programs with the University of Wisconsin, and by 1981 there should be an appraisal of WSU-Oshkosh's potential to offer doctorate work on its own.

GRADUATE STUDIES: Because of the strength of its faculty (42% holding the doctorate degree) WSU-Oshkosh is in a good position to offer graduate work at a carefully calculated rate of expansion. It is expected that during the 15 years under consideration there will be substanital horizontal and vertical expansion of the graduate program.

1967-1971 -- During this period expansion of graduate work in the School of Education will have priority in specialized educational fields as well as along the lines of broadening existing M.S.T. areas to include art, earth science, foreign language. A rapid development of academic master's programs out of existing M.S.T. strengths is contemplated if the legislative authorization is obtained. Master's work in business and in nursing might be feasible during this period; if not, consideration should be carried over into the next time period.

1972-1981 -- Master's work for junior college teachers and a sixth-year program for educational specialists (elementary, secondary, special education, etc.) would be contemplated. Master's programs in international studies should be considered, as should studies in library science (perhaps earlier) and social welfare. Cooperative doctorates should be explored with the University of Wisconsin.

PROFESSIONAL AND SPECIALIZED FIELDS: The School of Business Administration was discussed earlier, but this is to emphasize the importance of its rapid development to fullest maturity. Schools of Fine Arts, Social Welare and Music probably will be formed during the 15-year span. Should the CCHE adjudge that new professional schools such as engineering, architecture, law, etc., are needed by

Wisconsin, WSU-Oshkosh in the later years of the planning period would be prepared to assume certain heavy responsibilities and would seek to be evaluated on its capabilities for such expanded professional studies.

PUBLIC SERVICE AND RESEARCH: The University will seek to prepare to provide a strong academic research and development arm for the State in the Fox River Valley region,including specialized centers or bureaus of research in education, business administration, government, etc. There will be continued encouragement of faculty research efforts, including the seeking of expanded state grants, greater use of federal resources, etc. It is expected that with the high proportion of doctorates on the faculty that publication and research will become common practice without threats or promises from administrative sources; the vitality of the faculty simply will lead to greater research and public service activities.

Summary of Goals

WISCONSIN STATE UNIVERSITY - PLATTEVILLE

GENERAL REMARKS: During the next five and fifteen year periods WSU-Platteville will continue its emphasis upon a student-centered instructional program with increasing concern for fulfillment of student potential; maintenance of high academic standards; continuing improvement in use of effective new teaching tools and methods; and an expansion of community service to include the tri-state area in which Platteville is located, as well as cooperative curricula effort with Wisconsin, regional, and foreign universities.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: The growth of the School of Arts and Sciences has been very rapid in recent years and majors are now offered in nearly 20 fields. The departments in this school will devote much of their efforts to providing basis courses and general education for all students in the University.

1967-1971 -- Curricular expansions will include new majors in the humanities (language and literature, philosophy, etc.), fine arts (commercial design), physical sciences, and in the social studies (international studies, anthropology).

1972-1981 -- A continued expansion of liberal arts fields is planned, though these expansions are likely to be modest, as

related to curricular choices by students (whose major interests have centered on teacher education, agriculture, engineering, industry, and more recently business administration).

BUSINESS: The department of business administration and economics has until recently acted primarily as a service department for other disciplines within the University. A concerted effort is now underway to provide a curriculum in the area of business and economics consistent with the needs of the many students who seek careers in this field.

1967-1971 -- Work has been started to create a School of Business and Economics, and this work will continue to fruition. The decision to move in this direction was dictated by the rapid increase in enrollments experienced. Prior to 1971 a major in hotel, restaurant, and institutional management should be evaluated at the faculty level, as well as concentrations in finance, marketing, and management. A major in accounting is planned.

1972-1981 -- Master's degree work in business should come under faculty and Board scrutiny based on need and capability. Undergraduate work in data processing is contemplated.

PROFESSIONAL EDUCATION: For 100 years WSU-Platteville has had a major function the education of teachers. It will retain its interest in this function. Undergraduate programs in foreign language, home economics, and economics will be developed as areas for certification. A master of arts in teaching program will be launched for liberal arts graduates desiring certification, and the M.S.T. and master of science in education programs will be expanded to upgrade the qualifications of teachers in the public schools of the area. New teaching majors in broad field physics, safety, foreign language, and perhaps physical education (men) will complete curricular requirments in professional education.

GRADUATE STUDIES: The graduate school is one of the fastest growing schools at the University, enrollments rising from a meager 16 in the summer of 1960 to 341 in 1966.

1967-1971 -- The dramatic increase in enrollments by teachers, primarily, dictates an expansion of graduate capabilities along already approved lines; i.e., the M.S.T. program, embracing all fields common to secondary schools, plus a master of arts in teaching degree for liberal arts graduates. Master of Science in Education degrees should be offered in specialized fields as justifiable. Under study at present are possible course patterns in science education, reading, and audio-visual education. Strong consideration will be given a fifth-year program for teachers in vocational schools and the community colleges. Should legislative authorization be granted for other fields, graduate studies should be provided in areas of strength at Platteville -- agricultural sciences, industrial technology, safety and traffic education.

1972-1981 -- Further expansion of master's degree work as warranted by need and ability in such areas as library education, school psychology, etc. Careful study will be undertaken to assess the feasibility of offering work at an advanced level in the fields of engineering offered at the University (agricultur-

al, electrical, mechanical, etc.). Cooperative doctorates with the University of Wisconsin in compatible fields should be explored.

PROFESSIONAL AND SPECIALIZED FIELDS: In the next 15 years WSU-Platteville expects to contribute to the improved standing of vocational-technical education in the state, by developing a program for teachers in those newly formed schools. To meet current needs created by technological advances, a demand can be expected from students for new majors in agricultural economics, agricultural sciences, hom economics, industrial technology, law enforcement administration, and, possibly, social work.

Platteville's engineering school is rapidly approaching the point where its programs will be officially recognized in the areas of civil and minerals engineering. B.S. programs in agricultural and industrial engineering should be contemplated prior to 1970. During the later 10-year period, studies of the feasibility of programs in electrical and mechanical engineering will be launched. Platteville already is on record with the CCHE with respect to a school of architecture and stands ready to be examined in that regard should statewide need be proved.

PUBLIC SERVICE AND RESEARCH: As the other State Universities, Platteville plans on extending service to schools and communities in its geographic area. Faculty and institutional research will be on the increase, the first largely on faculty motion, the second on motion of the administration which seeks to improve operations and planning. It is anticipated that services to agricultural agencies and farmers, to business and industry will increase in harmony with Platteville's unique strengths in agriculture, industrial education and engineering, as well as in teacher education.

Summary of Goals

WISCONSIN STATE UNIVERSITY - RIVER FALLS

GENERAL REMARKS: While the University cannot be "everything to everybody", the increasing needs of society, the increasing size of the student body, and the increasing demand for education necessitate that the University be able to do "more things for more people". This will make it necessary for the University to: (1) add certain majors both on the bachelor and master's degree level in accordance with demand; (2) become involved in the type of research which (a) promotes good teaching, (b) helps communities and society solve their problems, and (c) promotes the improvement of public school education; (3) help

people "retool" for new occupations; (4) help people make better use of their leisure time.

Greatly influencing the plans for River Falls is the fact that it is the only one of the state institutions located in a community with less than 5,000 population and, at the same time, within an hour's drive of the resources of a metropolitan area accommodating nearly 1 1/2 million persons. Its plans also are influenced by its present strengths and the need for realistic appraisal of solid development of new offerings. The following plans represent an appraisal of the 1967-1971 period. Aspirations beyond that point in time are noted in ASPIRATIONS.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: Changing needs and increasing enrollments will necessitate the expansion of the institution's liberal arts program, not only to serve majors in those areas, but to improve the "umbrella" of courses basic also to education and pre-professional students. Expansion of existing programs or innovations include: (a) fine arts (performing arts such as music, drama, etc.); (b) humanities (philosophy, communications arts); (c) social sciences (social work); (d) sciences and mathematics (chemistry to meet A.C.S. standards, and computer science); (e) integrated programs in Asian, African and Latin American studies; (f) development of intern programs, personnel exchange, and research in cooperation with industry.

SPECIALIZED PROGRAMS: With more than a half-century of experience in the area of agriculture, River Falls has, for many years, enjoyed a state-wide reputation in this field. In the last decade, through participation in NSF Institutes, its excellence has gained national attention. With current population pressures on the available food supply, new techniques in food processing, and the burgeoning of myriad businesses engaged in the handling of agricultural products, this emphasis at River Falls will have even greater significance. New programs and educational resources planned are: food science and technology, resource management, biostatistics, and an instructional resources center for vocational education in agriculture.

Enrollment in the University's Business Administration program is increasing rapidly. Based on interest of students in both the College of Arts and Sciences and the College of Agriculture, establishment of a School of Business is a logical development. Study of Wisconsin's need for a School of Veterinary Medicine should be launched during this period.

PROFESSIONAL EDUCATION: A continued shortage of teachers that may become even more acute is evidenced for the unforeseeable future. With the increased size of school systems, greater emphasis on specialization will occur. These developments will bring about a need for the College of Education to expand some of its minor areas, initiate new programs and revise present curricula. New or expanded programs and educational resources planned are: safety and driver education, health education, audio-visual and new media instruction, and psychological research center.

GRADUATE PROGRAMS: With the increasing complexity of society, the bachelor's degree becomes less terminal in nature. Graduate programs must expand, both in the field of education and in many liberal arts areas, if the needs of Wisconsin for specialists are to be met. WSU-River Falls sees the need for initiating or expanding offerings in the following areas: M.S.T. - art education, vocational education, junior high education, elementary subject matter, library science, and earth science; M.S. and M.A. in the fields properly embraced by the present M.S.T. programs plus economics and speech pathology and audiology, ag economics, animal science and plant and soil science.

PUBLIC SERVICE AND RESEARCH: WSU-River Falls has experienced a keen upsurge in the demands by individuals and groups for services no longer in the traditional pattern of educational services for the schools. This is to say that the character and scope of public services will change in the next 15 years. Public school surveys still are requested, but consultations with farmers and small businessmen are becoming more commonly called for. River Falls plans to appoint a full-time director of continuing education who will oversee the offering of both credit and non-credit courses, seminars, workshops and conferences. The establishment of an instructional resources center for vocational education in agriculture is planned because River Falls traditionally had led in supplying vocational agriculture teachers to the schools. A psychological service center is planned to assist area public schools.

The University wishes to use research as a tool to promote learning and teaching. Research, in its proper perspective, adds to the depth and vitality of teaching, and it promotes productive scholarship by the teacher. Institutional studies will be accelerated, and faculty activity will be supported as funds permit.

ASPIRATIONS (1972-1981): Changing needs, progress in established programs, obsolescense and unforeseen demands require that the University's aspirations be continually re-examined. In addition to improving the quality of its programs during this period, the following would appear to be paramount: (1) the addition and expansion of programs to meet new needs: (2) a greatly expanded program in continuing education and community services of a scope sufficient to merit a separate division within the University structure; (3) exploring with U.W. possibilities of work on the doctoral level in strong and well-established areas; (4) the establishment of certain divisions and schools within the University as a means of improving these offerings; and (5) a program of increased research that will involve all interested and qualified teachers as a means of improving instruction and scholarship.

Summary of Goals

WISCONSIN STATE UNIVERSITY -- STEVENS POINT

GENERAL REMARKS: Out of its long history as a teachers' college WSU-Stevens Point has developed strong traditional emphasis on teaching ability and concern for the education of the student as an adult person. Research and community service have been essential functions allied with this tradition. During the last 20 years professional and pre-professional programs have developed as integral parts of the educational enterprise without diminishing the emphasis on the personal education of the student. The general goals of the University are stated (see Catalog) as characteristics of the individual student, the learner, as he becomes an educated person. WSU-Stevens Point is fortuitously located in central Wisconsin and lists certain special programs which are not duplicated elsewhere in the state. Two especially strong curricular groupings are found in the School of Applied Arts and Science and the School of Fine Arts. There is distinct emphasis upon liberal arts work as a foundation to all curricula. Faculty participation in government is recognized, as is faculty interest and participation in research and public service activities.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: (including Fine and Applied Arts) Majors in philosophy, drama, art history are to be offered in the 1966-71 period. In the following 10 years programs in public administration, international relations, meterology are contemplated.

BUSINESS: Prior to 1971 this program will retain as much liberal arts emphasis as is feasible while still meeting the standard demands of accounting programs. Current strengths in business education, economics, and accounting courses will allow for the offering of a discrete major in accounting (and data processing) without making a major impact on University resources.

PROFESSIONAL EDUCATION: Because of the explosion of knowledge, research findings related to learning, use of technology in teaching, etc., there are a number of changes contemplated in the school of education. There will be proposed specializations in early childhood education, middle school and junior high school studies, as well as para-professional programs for non-teaching educational assistants and a broad approach to the conventional education of librarians to equip them to work effectively with all types of instructional media.

GRADUATE STUDIES: To meet the demands and needs of its service region WSU-Stevens Point will offer a gradually increasing array of graduate programs. The success experienced in initiating the M.S.T. programs on a cooperative basis encourages the institution to plan further cooperative programs both as transitional and as permanent curricular offerings. The general policy of founding new programs upon factors of both need and institutional strengths will prevail and has been used in determining the projected phasing of the graduate program.

Graduate programs encompassing the hoped-for areas outside

teacher education will be planned according to need and justifiable ability. It is anticipated that during the first five years the needs in the education-oriented fields still will be greater, or at least more obvious. Subject matter oriented degrees also will be needed in the near, as well as the more distant, future.

Several of the fields in which the M.S.T. presently is offered (e.g., English, history, music, etc.) will be converted to master's degree programs in the school of letters and science. Post-bachelor's work in 1966-71 also would embrace such special fields as foods and nutrition, forest land management and wildlife management; possible expansion into art, speech pathology and audiology, biology, sociology. Other conservation specialties would be considered in the 1972-81 period, e.g., soil science, water management, nature interpretation. Social work and hotel and resort management would be examined as possible areas of need and expansion of offerings, as would work in business education, vocational-technical education, and junior college education. Some work beyond the master's is under consideration, and a cooperative doctorate in elementary education would be explored.

PROFESSIONAL AND SPECIALIZED FIELDS: WSU-Stevens Point has forwarded through the Regents a proposal for architecture and stands ready to be studied in this regard. With increased clinical facilities coming available Stevens Point looks to the development of a nursing program if state need is demonstrated in concert with the University's capability. A program in social work over the next five-year period will be proposed, and work for law enforcement officers and administrators appears promising. Beyond 1971 landscape architecture and communications media appear as prime areas for study.

In terms of specialties, three programs related to resource management specializations will be proposed in the next five years: wildlife management, water science, forest land management. Clothing and textiles and nature interpretation are contemplated in the next 10 years.

PUBLIC SERVICE AND RESEARCH: Present and projected needs in these fields can be categorized in three areas -- intra-institutional, inter-institutional and service. Intra-institutional research is planned to make possible the use of the resources of the University more effectively. Inter-institutional research is needed in order to undertake projects of greater complexity and scope. By service research is meant that which is primarily intended to benefit those outside of the WSU system. In each of these categories there is a need for both pure and applied research.

An experimental college within the University is under consideration as a major vehicle for research. An objective of such a college would be to provide an environment which is conducive to and improved by faculty and student research. Intra-institutional research will also concern itself with faculty and student evaluations, learning processes, teaching methods (programmed learning, for example). Inter-institutional research will include studies of dropouts, creativity, child development, faculty recruitment and retention. Community service programs will be generally

broadened. Specific emphasis will be on: Inservice education for teachers, agency personnel, business and industry.

Coordination of research, service and teaching will be fostered by centers including a creativity center, outdoor education and nature interpretation center, research-in-learning center, family study center during 1966-71. After 1971 a water resources center is contemplated, as is a study center abroad.

Summary of Goals

STOUT STATE UNIVERSITY

(Because Stout State University is a unique and specialized institution the format employed in other State University reports was discarded for this more informal commentary.)

Stout State University will continue to be a unique and specialized institution. The faculty believes that Stout can make its strongest contribution to higher education in Wisconsin by following this path rather than in trying to be all things to all people.

To accomplish this purpose, immediate and long-range goals have been predicated on a careful study of what is necessary to build on strengths and to strengthen weaknesses. Some interesting and intriguing technological developments have occurred during the last decade which portend a careful scrutiny of the needs of the future.

Significant changes have taken place in the subject-matter areas of vocational-technical education, home economics and industrial arts education. No longer can they be construed as narrow areas of specialty consisting of some manipulative skills, a bit of related knowledge, and little else.

Therefore, the narrowness of a generation ago must be replaced by the multi-discipline approach needed to prepare technologists, technical teachers and citizens for the 1970's and later. This is the basis upon which the faculty has studied the needs of the future with Stout's uniqueness in mind. The faculty wishes to ensure that Stout does not become a 1960 type of higher educational trade school trying to turn out competent graduates for the 1970's and beyond.

Stout has a unique opportunity to foster a joining of practical and liberal studies. The intellectual aspects of the practical

subjects will be emphasized and the practical implicaticns of the liberal subjects can be used as points of departure to arouse interest and promote self-awareness. No subject has a corner on the development of rational powers and all, properly conceived and taught, will contribute to this end.

The following points embody major objectives:

1. In undergraduate teacher education the intention is to concentrate on the improvement of traditional specialties. Any new offerings or majors will be additions, refinements or extensions in keeping with emerging needs.

One of the main efforts will be to increase the supply of vocational-technical teachers, as well as teachers in our other specialties. This is already underway. Eight alternatives are being explored to increase the supply of vocational-technical teachers in the immediate future. They are: (a) expand present cooperative work program in industry; (b) expand intern teacher education program; (c) develop a master's degree program for those coming from business or industry with work experience and a bachelor's degree; (d) establish a two-year cooperative-intern program which would provide both work experience and a master's degree; (e) develop special programs for carefully selected technical institute graduates who hold an associate degree from an accredited school; (f) develop a concentrated M.S. in technical teaching; (g) expand on-going summer-coordinated field experience programs; (h) intensify efforts to upgrade vocational-technical teachers already employed.

2. In keeping with the philosophy of building multi-disciplinary strength, steps will be taken during the 1967-1971 to make selective improvements in the areas of mathematics, science and social science. Also during this time students should have a better exposure to the humanities. This is a need recognized at the better technological institutions in our country.

During the 1972-1981 decade a need to develop more inter-disciplinary majors related to the traditional specialties, for example: physics - electronics, biology - nutrition, speech - electronics - television - graphic arts probably will become more apparent.

3. Stout has had a graduate school since 1935. During the next five years the need to extend and expand the offerings is foreseen, but again, in terms of the traditional specialties, rather than distinctly new programs (e.g. vocational evaluation, educational media, safety education, family life, guidance and counselling, art and design, industrial management).

An extension of the graduate program to include advanced training beyond the master's degree is perceived. At this writing Stout has awarded 1553 master's degrees to students coming from more than 200 institutions. An immediate need is to develop a strong doctoral program in industrial-vocational-technical education. No institution in Wisconsin offers such a program and the faculty of Stout is eminently qualified to undertake such a development. During the 1970s a need and capability are seen to develop a similar doctoral program in the area of educational media.

4. Presently no need is seen for any completely new professional fields and schools. Significant changes are seen in traditional specialties. This may call for an administrative realignment as an improvement process rather than an introduction of something new or different.

5. It is proposed that a new department of extended services be created. The primary function of this department will be to provide services to Wisconsin's expanding program of vocational-technical education.

6. Stout will continue to extend and expand its program of applied research. (Grants have amounted to more than $500,000 during the past five years.) While the immediate focus will continue to be in the areas of vocational-technical teacher education more and more research activities related to the applied problems of industry are foreseen.

7. Stout's commitment to the use and development of educational television is spelled out in terms of a five-phase approach to the utilization of CCTV as an integral part of the instructional program (pp. 119-131 basic Stout report to Regents).

Thus, Stout will continue to be different from the other universities in the system but will complement the strengths being developed at sister institutions. A rapidly-expanding program of inter-institutional cooperation in which Stout can provide specialized services to the students of sister institutions and Stout's students can go to other campuses to obtain specialized instruction not offered at Stout is contemplated.

Summary of Goals

WISCONSIN STATE UNIVERSITY -- SUPERIOR

GENERAL REMARKS: Wisconsin State University, Superior, like the other State Universities, began as a normal school and has through the years extended its offerings and curricula to meet changing needs. The geographic location of the University is such that it serves an extensive but sparsely populated region characterized by remoteness from population centers of the state and from other tax-supported institutions of higher education. As a consequence both of location and of changing educational needs, this University has pioneered a number of significant educational programs within the State University system. These included the Liberal Arts program, 1947, graduate work in education, 1950, inauguration of the Teacher Improvement curriculum (MST), 1955, and the Sixth Year program in Educational Administration, 1965.

In making projections of plans to extend over a period of more than a decade, the University is cognizant from past experience that educational needs will change. Further, the University's resources will increase and enable it to provide greater service. The population explosion which produced a peak freshman enrollment two years ago will bring a boom in graduate enrollments two years hence. This single factor may produce a significant dislocation in planning if the tendency of college-going youth towards graduate education parallels the present trend at the undergraduate level. As a consequence only those projections for the immediate future can be viewed as realistic. In today's dynamic and technical society educational requirements change so fast that even teacher certification codes are short lived.

The University's pioneering tradition of educational excellence, its long involvement in graduate work, and a liberal arts orientation dating back to 1947 provide a firm basis on which curricula can develop both horizontally and vertically.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: The University proposes to develop the broad base in Liberal Arts education both as an end in itself and as a support to Teacher Education and other professional curricula. Included, for example, in the immediate future will be the expansion of philosophy to major status, increases in the number of majors available in foreign language and on a longer range basis the breakdown of existing majors into components, for example, biology into botany and zoology, and the development of interdisciplinary programs such as international education, area studies, etc.

BUSINESS: The School of Business and Economics is relatively new at WSU-Superior, but enrollments in this department rank second only to those in education. Forty percent of the faculty hold either doctorates or the CPA, and professional growth and development is expected. If recent growth, indicated by an increase in service programs to the community as well as in student numbers, is of significance the School will be one of one of WSU-Superior's most flourishing entities in the years ahead. Long-term expectations would include consideration of a master's degree program in this field.

PROFESSIONAL EDUCATION: The changing dimensions of education and the impact of the federal government in education will call for a continuing re-evaluation of teacher preparation. In the immediate future the addition of majors in the teaching of pre-school children, driver education, earth and space science, are typical. It is also presumed that immediate and long-range plans will include the expansion of teacher education programs for the disadvantaged and gifted.

GRADUATE STUDIES: The University proposes to request Board authorization to award the Master's Degree in the academic areas as soon as legislative authority makes this possible. The University has a strong background in the academic Master's Degree program having offered the Teacher Improvement (MST) Degree in all majors since 1955. It is also contemplated that advanced graduate work will be initiated to extend present offerings in educational administration, psychometry, guidance, and to initiate new programs for teachers of the culturally disadvantaged. Discussions are under way between Superior and the University of Wisconsin in order to explore the possibility of a cooperative doctoral program in Educational Administration. In the longer view it is anticipated that changing certification requirements will call for substantial vertical development in existing curricula.

PROFESSIONAL AND SPECIALIZED FIELDS: It is contemplated that professional fields will not develop as rapidly as curricula in the liberal arts and teacher education. There are some professional fields, however, which will be requested within the next five years. These include, for example, journalism (also a Teacher Education curriculum) social work, and a major in fish, water and game biology. In the longer view curricula in health fields will supplement the existing major in medical technology. Areas of immediate need apparent to the University are nursing and medical records librarian. A number of majors unique to the University and its area may well develop within the next five years. Typical of these is a major in recreation and resort management. A number of years ago the University requested majors in forestry and marine engineering. The growth of recreation, forest management and shipping may well make these or other majors unique to this area desirable in the longer view.

PUBLIC SERVICE AND RESEARCH: The University at Superior has had a continuing emphasis upon the teacher-student relationship. The growth of the research and service mission of the University has not been at the expense of this relationship. It is anticipated that this relationship will be of primary importance over the next five years and well into the foreseeable future.

Research is not a new dimension at Superior. With the introduction of the Master's Degree program in 1950, research in education began as a continuing function with professors directing the research activities of students. More recently, however, there has been a considerable increase in basic research in the sciences and humanities. It is contemplated that this will grow in the next fifteen years because of increased staff with a resultant increase in intellectual dialogue between colleagues, increased library resources both local and inter-institutional

and the greater availability of grants from state, federal and other sources.

In the area of public service the University has long played a role in the region served with respect to Teacher Education. More recently, the University has contributed in the areas of adult education and business through the seminars and workshops, and service to government through federal programs and institutes. It is contemplated that this role will increase significantly as staff and resources permit a better servicing of the growing needs of business, government, and the adult community.

Summary of Goals

WISCONSIN STATE UNIVERSITY - WHITEWATER

GENERAL REMARKS: In order for WSU-Whitewater to share in the "mission" of the State University system, a careful blending of present strengths and future aspirations is necessary. These strengths cut across all aspects of the present academic structure and affect each of the schools of art and sciences, business and economics, and education. Plans for the two periods from 1966-71 and 1971-81 will involve two basic principles: (1) a commitment to the philosophy that Whitewater's greatest strength is in the area of instructional-student relationships, and (2) a deep concern will maintain with respect to Whitewater's responsibility to serve the total community.

To this end every effort will be expended toward improving the level of faculty qualifications by means of hiring those with advanced degrees, encouraging the use of Teacher Improvement Grants, careful selection and training of new staff, the use of evaluative techniques to eliminate weak teachers, reduction of teaching load to the level consistent with economy, maintaining a reasonable student-teacher ratio and encouraging applied research in areas where results will be reflected in both better teaching and in improved curriculum.

In both (1) and (2) Whitewater submits that there can be a minimum of duplication of function; that resources can be wisely used and that adaptations to changing needs can be ensured. The faculty believes that adherence to these principles will best prepare the University for an expanded graduate program in the years ahead.

UNDERGRADUATE LIBERAL ARTS PROGRAMS: Each of the professional schools (education and business) has its grounding in the arts and sciences departments.

New programs are planned during 1967-71 in philosophy-religion, Russian, and geology. Majors in comparative literature, anthropology, comparative religions would be contemplated after 1971.

BUSINESS ADMINISTRATION: Whitewater's competence in the field of business dates back to 1918 when the University became the second institution in the United States to offer a program to prepare teachers for the teaching of business subjects. Business and economics attract about 30% of the total enrollment. Currently, 1236 students are enrolled. Four new undergraduate programs are under consideration: international business administration, office administration, business economics, and education secretary.

PROFESSIONAL EDUCATION: Programs in library science, safety education, outdoor education, recreation direction, pre-kindergarten education, junior high school education are contemplated.

GRADUATE STUDIES: Whitewater during 1966-71 will plan to expand in the authorized M.S.T. fields and in the specialized areas calling for the master of science in education degree. A number of elementary school specialists would be prepared (science, social studies, arithmetic etc.). At least half a dozen M.S.T. programs would be converted (or dually offered) as M.A. or M.S. programs if legislative authorization is granted for degrees other than in teacher education. These include English, history, music, biology, speech, and geography.

A master's degree in accounting is to be studied prior to 1971. After that date graduate work would be contemplated in international business administration, office administration, and quantitative business administration. Sixth-year programs in business and in education would be considered, as would doctorate programs in the strongest areas of endeavor, dependent upon legislative authorization and determinations of need and capability.

PROFESSIONAL AND SPECIALIZED FIELDS: Most developments in this area are noted in earlier discussion of business and administration offerings. It is probable, though, that a program in social work will be considered. The program under study is an undergraduate course for social workers.

PUBLIC SERVICE AND RESEARCH: Whitewater plans to extend its adult education services to its geographic area with the philosophy that education should be available to adults and parents through all media at its disposal. Faculty in the general studies area could be utilized to teach similar courses at nearby vocational and technical schools.

Cooperative educational service agencies will be aided, as will area businesses and industry as funds and program ability permit. Other general consultative services will be continued.

With respect to research, the University plans to develop an institutional research office to keep abreast of internal needs and developments of significance to administrators and planners.

Faculty research will continue to receive a stimulus but not an over-emphasis in regard to instruction-student services emphases. Publication and research work will be supported within the limits of funds available, for in an institution the size of Whitewater a vigorous faculty, many with the earned doctorate, will wish to link teaching excellence with research activities.

Educational television and other media will be employed in Whitewater's approach to fielding a vital instructional program in all schools and departments. Independent study, an experimental college, and cooperative efforts with other institutions, public and private, will be innovative programs for the future.

SUMMARY AND CONCLUSIONS

In this Report the Board of Regents has examined the development of the institutions under its jurisdiction since their founding 100 years ago at Platteville. In reviewing the historical evolution of the State Universities the present Board observed how its predecessors diligently and prudently worked to bring about the evolution of the Wisconsin State Universities as they are now known.

A number of salient points stand out:

1. The State Universities have never lost sight of the student as their prime responsibility and their prime focal point despite changes, particularly in the last 20 years, which one might term "cataclysmic."

2. Since 1953 the State Universities have experienced a 471 per cent increase in students, and in the last four years student populations have doubled in size.

3. In the last two years the State University system has become the state's No. 1 attraction for undergraduate students, and its leading position in terms of serving greater numbers of Wisconsin undergraduate students remains unchallenged.

4. While the WSU system has experienced phenomenal growth in numbers it has been able to make sound qualitative advances, too, in terms of competent faculty, modern facilities, and a broad range of curricula, including master's degree work for teachers.

5. Dramatic changes authorized by Legislatures and governors since the end of the Korean conflict have thrust the State Universities into a new dimension of quality, still perhaps not fully recognized by a segment of the Wisconsin populace.

6. The evolution of the State Universities from limited curriculum "normal school" status to multiple-purpose institutions of higher learning (reaching as far as six-year programs in educational administration) has been accomplished for the most part since the 1951 authorization to offer programs in the liberal arts and sciences.

7. Academic "umbrellas" have been authorized to provide the necessary educational services for the growing numbers of students, the "umbrellas" covering teacher education, liberal arts and sciences, business administration, and graduate education (teacher preparation) fields.

8. Despite the broad "umbrella" approach most of the State Universities still are recognized for some distinctive academic specialty, including such a new professional field as nursing.

9. Despite rapid, and needed, changes in curricular emphases the State Universities have maintained as the primary sources for new teachers for the public schools of Wisconsin.

10. The State Universities have become important regional assets

through provision of extended services to education-business-industry-agriculture; they have become significant cultural resources in their geographic areas as well.

11. Research activity in the system has been on the increase, both with respect to individual faculty scholarship and to applied projects supported by Federal and other grants.

These developments, many of them coming in the last two decades, instill in the Board of Regents a high degree of confidence in the State Universities' ability to cope with the challenge of change and provoke an assurance that the requirements of the future will be met. Indeed, the needs of tomorrow will be met as those of yesterday were - in a determined, orderly, rational manner.

Professional plans for each of the Universities and for the system as a whole have been presented in this report. The plans are based upon the following fundamental propositions:

1. That the State Universities will maintain as the state's undergraduate educational system with highest priority in the future being accorded instructional-student services functions (including a continued focus on the professional development of teachers for the schools of Wisconsin);

2. That growth of activity in community service and research areas will steadily increase;

3. That graduate work in fields other than teacher education will have to be offered if the State Universities are to assume their required responsibility in providing post-bachelor's study for the rapidly increasing numbers of students planning to continue their formal education past the baccalaureate level;

4. That the full array of undergraduate courses of study in the liberal arts and sciences, business administration, and teacher education will be provided in general throughout the system, though some institutions will maintain their primacy in a distinctive academic specialty;

5. That additional pre-professional and professional programs will be authorized to meet the needs of business-industry-agriculture-health, etc., fields for growing reservoirs of talent required by a large and diverse national population;

6. That cooperative efforts within the system and between the WSU, UW and vocational-technical systems will result in a continual improvement of educational capability and opportunity in the public sector of higher education; that intra- and interstate and regional cooperation will further enhance educational offerings and opportunities, both public and private.

SOME FINAL OBSERVATIONS

The building blocks of the past have provided a solid foundation for further sound development of the Wisconsin State University system into the challenging years ahead, the Board earnestly believes. While at one point in time 50 to 100 years ago earlier Boards' foresight was questioned regarding the geographic location of the State Universities, there is no doubt half a century or more later that four-year educational opportunities were assured in practically all vital geographic regions of the state.

Legislative, Board and Coordinating Committee actions in years gone by have equipped the State Universities to assume a key leadership role in the education of undergraduate students and have made them ready for additional responsibilities at the graduate level. These actions have assured that the State University system has been flexible, dynamic, and exciting in its approaches to solving the educational problems of the people of Wisconsin, be they problems involving instruction, public service, or research.

Provisional though they are designated, the long-range plans presented offer a viable structure for the future development of the State Universities. The Regents are aware that though much has been said in the foregoing pages much has been left unsaid because the document in hand primarily deals with the academic plans and aspirations of the system.

Nevertheless, some mention must be made of elements vital to the effective functioning of the State Universities. Carefully drawn and prudently administered budgets must be provided if legitimate academic aspirations are to be fashioned into realistic programs of service. A continuation of the sound and far-reaching state building program will be necessitated if the growing numbers of students and divergent curricula are to be adequately housed in instructional facilities.

And while mention was made earlier of the importance of faculty salaries and fringe benefits to the attraction and retention of the vast numbers of new professors who are joining the State University system each year, reiteration is required at this point, for the faculty in the very heart of each institution. Competent, vigorous, dedicated faculty are beset by financial concerns as are other occupational groups, and the Regents recognize that competitive compensation is a must in the "professor's market," which is likely to exist well into the 1970s.

A final commentary. It is probable in the years ahead that some additional impetus will be given the idea of merging the systems of public higher education. The Board of Regents has not made a thorough study of such a proposal and, in fact, believes the Coordinating Committee for Higher Education to be the logical agency to conduct such a study (with Regent involvement, of course).

The Regents believe, however, that there is much to be said in favor of autonomous but well-coordinated systems working in their own ways to solve the educational problems of Wisconsin. Indeed,

over the 100 years of service of the State University system a distinguishing characteristic has been a high degree of local autonomy within an autonomous system of institutions. The historical record reviewed in this document provides ample evidence to support a conclusion that coordinated but autonomous systems live up to the public's expectations in a commendable fashion.

While a union may be inevitable, there is something to be said for healthy competition existing between systems, and diversity is enhanced by present arrangements -- diversity of educational opportunities, of identification by students and townspeople, of administrative practice, etc. The Board stands ready at any time, nonetheless, to participate in such studies as may be deemed necessary by the Coordinating Committee or some other governmental body in the next several years.

All that has preceded must be underscored at this time by the Board's pledge of sensible and sensitive stewardship of public resources in the challenging future years as the State Universities look, and move, toward new educational horizons.